MASSACHUSETTS
STATE TEACHERS COLLEGE
AT
BRIDGEWATER

Established 1840

1933

ADMINISTRATION BUILDING

Commonwealth of Massachusetts

DEPARTMENT OF EDUCATION

PAYSON SMITH, *Commissioner of Education*

Members of Advisory Board

THE COMMISSIONER OF EDUCATION, *Chairman, Ex-Officio*

Term expires

1933. HENRY B. SAWYER, 19 Congress Street, Boston.
1933. WALTER V. McDUFFEE, Central High School, Springfield.
1934. A. LINCOLN FILENE, 426 Washington Street, Boston.
1934. THOMAS H. SULLIVAN, Slater Building, Worcester.
1935. MRS. ELLA LYMAN CABOT, 101 Brattle Street, Cambridge.
1935. MRS. JOHN J. POWER, 15 Ashland Street, Worcester.

GEORGE H. VARNEY, *Business Agent.*
ARTHUR B. LORD, *Supervisor of Office Organization.*

Division of Elementary and Secondary Education and Teachers Colleges

FRANK W. WRIGHT, *Director.*

BURR F. JONES . . . . . *Supervisor of Elementary Education.*
FRANK P. MORSE . . . . . *Supervisor of Secondary Education.*
ARTHUR B. LORD . . . . . *Research and Statistics.*
HARRY E. GARDNER . . . . . *Registration of Teachers.*
CARL L. SCHRADER . . . . . *Physical Education.*
ALMA G. PORTER . . . . . *Assistant in Physical Education.*

FACULTY

The Teachers College

———— *President* . . . . . .

HARLAN P. SHAW . . . . . *Physiography and Science*
4 years Bridgewater; Lowell School of Science; Harvard

CHARLES E. DONER . . . . . *Supervisor of Penmanship*
Zanerian College; Denison University

BRENELLE HUNT . . . . . *Psychology and School Administration*
4 years Bridgewater; Harvard; Columbia

LOUIS C. STEARNS . . . . . *Greenhouse and School Gardens; Garden Club; Civic Biology*
Bussey Institute, Harvard

JOHN J. KELLY . . . . . *Dean of Men; Practical Arts*
Fitchburg Teachers College; Boston University

JOSEPH I. ARNOLD . . . . . *History, Sociology, and Economics*
A.B., Centre; A.M., Harvard, Columbia

FRANK A. CROSIER . . . . . *Instructor in Physical Education*
Springfield College

GEORGE H. DURGIN . . . . . *Mathematics and Science*
A.B., Ed. M., Harvard

PAUL HUFFINGTON . . . . . *Geography*
B.E., Normal University, Illinois; A.M., Clark; University of Chicago

GORDON L. REYNOLDS . . . . . *Instructor of Art in College and Training School*
Graduate of Fine Arts Department, B.S. in Ed., Massachusetts School of Art

L. ADELAIDE MOFFITT . . . . . *Reading; Dramatic Club*
West Chester, Pennsylvania; School of Expression; Harvard; Columbia; Boston University

FRILL G. BECKWITH . . . . . *Handicrafts*
Sloyd Training School; University of Michigan

FRIEDA RAND . . . . . *Music; Glee Club; Orchestra*
A.B., Mount Holyoke

S. ELIZABETH POPE . . . . . *Dean of Women; Ethics*
Framingham Teachers College; B.S., A.M., Columbia

EDITH H. BRADFORD . . . . . *French; French Club*
A.B., Tufts; Middlebury; Harvard; Paris

PRISCILLA M. NYE . . . . . *Supervisor of Art*
Massachusetts School of Art

M. KATHARINE HILL . . . . . *Literature*
B.L.I., Emerson

JULIA C. CARTER . . . . . *Library Courses; Library Club*
A.B., Middlebury; New York State Library School; Bread Loaf School of English

RUTH E. DAVIS ..... *English Expression*
Bridgewater; B.S., M.A., Boston University

OLIVE H. LOVETT ..... *English Expression*
A.B., University of Montana; Ed.M., Harvard

LOIS L. DECKER ..... *Supervisor of Physical Education*
A.B., University of Wisconsin; A.M., New York University

ALICE B. BEAL ..... *Supervisor of Observation and Practice Teaching; General Method*
Bridgewater; B.S., New York University

CORA M. VINING ..... *Library Assistant*
B.S. in Ed., Bridgewater; Simmons

MARY V. SMITH ..... *History and Social Science*
Worcester Teachers College; B.S. in Ed., Ed.M., Boston University; Columbia

MARY ISABEL CALDWELL ..... *Instructor in Physical Education*
B.S., University of Wisconsin

E. IRENE GRAVES ..... *Biology and Nature Study; Science Club*
A.B., Elmira College; A.M., Columbia; Syracuse University; Cornell University

IVA V. LUTZ ..... *Elementary Methods*
Gorham Normal School; B.S.E., Columbia

The Training School

MARTHA M. BURNELL ..... *Principal*
Gorham Normal School; Bridgewater; Harvard; Columbia; Boston University; Simmons

NEVA I. LOCKWOOD ..... *Grade Six*
Randolph Normal School; Bridgewater; Columbia; B.S., Boston University

ALICE M. TAYLOR ..... *Grade Six*
B.S. in Ed., Bridgewater

LOUISE H. BORCHERS ..... *Grade Five*
Fitchburg Teachers College; Columbia; B.S., Boston University

A. MABELLE WARNER ..... *Grade Five*
Salem Teachers College; Boston University

KATHERINE PACKARD ..... *Grade Four*
B.S. in Ed., Bridgewater

HELEN E. SLEEPER ..... *Grade Four*
Castine Normal School; Boston University; Columbia

LUCY B. BRALEY ..... *Grade Three*
Bridgewater

CHARLOTTE H. THOMPSON ..... *Grade Three*
Fitchburg Teachers College; Columbia; B.S., Boston University

GLADYS L. ALLEN ..... *Grade Two*
Machias Normal School; Farmington Normal School; Hyannis Teachers College; Emerson

GERTRUDE M. ROGERS ..... *Grade Two*
Pratt Institute; Columbia; Boston University

GRACE E. SMITH ..... *Grade One*
Symonds Kindergarten Training School; Hyannis Teachers College; Boston University; Boston Teachers College

FLORA M. STUART ..... *Grade One*
Bridgewater; Hyannis Teachers College

MARY L. MARKS ..... *Kindergarten*
Wheelock; Boston University

Administration

BERNICE H. GEYER (MRS.), *Principal Clerk*
HAZEL L. TERRY (MRS.), *Senior Clerk*
DORIS I. HADLEY, *Junior Clerk*
HARRIET F. BIXBY (MRS.), *Dormitory Matron*
JEAN C. HAGGART, *Resident Nurse*
THOMAS E. ANNIS, *Chief Engineer*

CALENDAR

1933-34

1933, Spring Term

March 20, Monday	Beginning of Spring Term
April 14, Friday	Good Friday
April 15–24, 9.30 A.M.	Spring Recess
May 30, Tuesday	Memorial Day
June 1–2, Thursday and Friday	First Entrance Examinations
June 18, Sunday, 4.00 P.M.	Baccalaureate
June 19, Monday,	Graduation Day

1933, Fall Term

September 6–8 (incl.)	Conference of Faculties of Massachusetts State Teachers Colleges
September 11, Monday	Training School Opens .
September 11-12, Monday and Tuesday	Second Entrance Examinations; Freshman Health Examinations; Registration
September 13, Wednesday, 9.15 A.M., Auditorium	Teachers College Opens
October 12, Thursday	Columbus Day
November 29, Wednesday noon, to December 4, Monday, 9.30 A.M.	Thanksgiving Recess
December 8, Friday	Close of Fall Term

1933-34, Winter Term

December 11, Monday	Beginning of Winter Term
December 23–January 2, 9.30 A.M.	Christmas Recess
February 17–26, 9.30 A.M.	Winter Recess
March 16, Friday	Close of Winter Term

1934, Spring Term

March 19, Monday	Beginning of Spring Term
March 30, Friday	Good Friday
April 14–23, 9.30 A.M.	Spring Recess
May 30, Wednesday	Memorial Day
June 7–8, Thursday and Friday	First Entrance Examinations
June 17, Sunday, 4.00 P.M.	Baccalaureate
June 18, Monday,	Graduation Day

Sessions

Sessions are from 9.15 o'clock A.M. to 12.30 o'clock P.M., and from 1.30 o'clock P.M. to 3.25 o'clock P.M. There are no sessions on Saturday.

Telephones

The college may be reached by telephone through the following numbers of the Bridgewater Dial Exchange:

Office of President, 422
Business Office, 422
Office of Dean of Women, School Building, 664
Office of Dean of Women, Woodward Hall, 437
Gymnasium, 661
Training School, 410
Office of Steward, 972
Power Plant, 2421
Normal Hall (pay station,) 833
Woodward Hall (pay station), 802
Gates House (pay station), 873

STATE TEACHERS COLLEGE

BRIDGEWATER, MASSACHUSETTS

FUNDAMENTAL PURPOSE OF A TEACHERS COLLEGE

Modern education is based on two principles:

1. The school should reproduce life situations. The subjects should be chosen because of their life values; the methods of study and development should be socialized and at the same time individualized.

2. The nature of children and youth should be the teacher's guide. Work should start with the pupil's native instincts and capacities; subject-matter should be of the nature to prompt self-activity, that is, it should be motivated.

The teachers college is a professional school. Theory is constantly linked with the actual practice in training.

The aim of the work is distinctive:

1. To see that the students know thoroughly the subjects that are to be taught.

2. To teach them how to teach the children the subjects they know well themselves.

3. To prepare them to study the development of the child's mind and adapt the instruction to the stages of growth.

4. To give them such cultural study as will lead to their own professional development as well as to prepare them to become useful members of society in the communities where they teach.

ESSENTIAL QUALIFICATIONS OF PROSPECTIVE TEACHERS

Young people who desire to enter upon this form of public service should have the following equipment:

1. They should be physically and temperamentally fitted for the work of teaching.

2. They should have a real love for teaching based on a genuine love of children and youth.

3. They should have reasonable intellectual ability, as shown in their high school records.

4. They should have adaptability and tact in meeting situations and people.

5. They should have some degree of leadership, including initiative and organizing power. This is manifested in the school work and in the extra-classroom activities.

6. They should have the saving grace of common sense.

Candidates lacking these qualifications can hardly hope to make a success of teaching. The high school authorities estimate these qualities in the papers which they fill out for the candidates.

ADMISSION REQUIREMENTS

The following are the specific conditions for admission as adopted by the De partment of Education.

I. Application for Admission.—Every candidate for admission to a teachers college is required to fill out a blank entitled "Application for Admission to a State Teachers College" and send it to the president of the teachers college that he desires to enter. This blank may be secured from the principal of the high school or the teachers college; it may be filed after January 1 of the candidate's senior year, and must be filed by June 15.

II. Blanks to be Filed by the High School Principal. The principal of the high school is expected to fill out two blanks—one giving the "High School Record" for each year, and the other a "Rating of Personal Characteristics"—and send them to the president of the teachers college.

III. General Qualifications.—Every candidate for admission as a regular student must meet the following requirements:

1. *Health.*—The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching. Each applicant must pass a satisfactory physical examination before final admission can be gained.

2. *High School Graduation.*—The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.*—The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements.

"A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. *Personal Characteristics.*—The "Rating of Personal Characteristics" and the moral character of the candidate, must, in the judgment of the president of the teachers college, warrant the admission of the candidate.

IV. Scholarship Requirements.—The 15 units presented for admission in 1933 must include the 6 units listed below as "Prescribed," and 6 units from those listed as "Limited Electives"; the other 3 units may be "Free Electives." 10 units are required by students entering by examination. See 2, b.

PRESCRIBED (6 units)

English	3 units.
American History and Civics	1 unit.
Mathematics	1 "
Science	1 "

LIMITED ELECTIVES (6 units selected from the following).

Foreign Language	2, 3, or 4 units
Social Studies	1 or 2 "
Mathematics	1 or 2 "
Science	1 or 2 "
Fine and Practical Arts[1]	1 unit
Commercial Subjects	2 units

(Typewriting not accepted without Stenography)

See 2, d.

FREE ELECTIVES (3 units). These units of "Free Electives" may consist of any work which the high school accepts as meeting its graduation requirements.

All units of credit for admission may be secured either by certification from the high school, or by examination at the teachers college.

1. *Certification* may be granted for work of A or B grade to the amount of 1 unit for each year in which a subject is studied in the high school, provided the candidate

is a graduate of a Class A public high school, or is in the upper half of the graduating class of a Class B public high school. To be admitted by certification alone, the candidate must present work of A or B grade in 12 units.

2. *Examination.*

a. Any candidate who is a graduate of a Class A public high school or a Class B public high school, whose record does not entitle him to certification for at least 5 units, is required to secure credit by examination for 12 units of work.

b. Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in subjects evaluating 10 units (prescribed, 6 units; limited electives, 4 units), provided the five additional units necessary to make up the 15 units required for admission represent subjects which the high school accepts as meeting its graduation requirements and in which the candidate has secured grades acceptable to the high school.

c. It is understood that candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

d. Examinations will be offered by the teachers colleges in the following subjects:

English	
Literature and Composition	3 units
Social Studies	
American History and Civics	1 unit
Community Civics	½ or 1 unit
History to about 1700	1 unit
European History since 1700	1 unit
Economics	½ unit
Problems of Democracy	½ or 1 unit
Ancient History	1 unit
English History	1 unit
Medieval and Modern History	1 unit
Science	
General Science	½ or 1 unit
Biology or Botany or Zoology	½ or 1 unit
Chemistry	1 unit
Physics	1 unit
Physical Geography	½ or 1 unit
Physiology and Hygiene	½ or 1 unit
Foreign Language	
Latin	2, 3, or 4 units
French	2 or 3 units
Spanish	2 units
German	2 or 3 units
Mathematics	
Algebra	1 unit
Arithmetic	1 unit
Geometry	1 unit
College Review Mathematics	1 unit
Commercial Subjects	
Stenography (including Typewriting)	1 or 2 units
Bookkeeping	1 unit
Commercial Geography	½ or 1 unit
Commercial Law	½ unit

FINE AND PRACTICAL ARTS[1]

Home Economics	1 or 2 units
Manual Training	1 unit
Drawing	½ or 1 unit
Music	1 unit

The three additional units, necessary in order to make up the 15 units required for admission, may consist of any work which the high school accepts as meeting its graduation requirements.

V. PLACE, TIME, AND DIVISION OF EXAMINATIONS. Entrance examinations may be taken in June and September at any State teachers college or the Massachusetts School of Art at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification.

Schedule of Examinations for 1933

JUNE 1 AND SEPTEMBER 11

8.30–10.30 English Literature and Composition
10.30–12.30 Latin; Commercial Subjects
1.30– 4.30 Social Studies

JUNE 2 AND SEPTEMBER 12

8.30–10.30 Mathematics
10.30–12.30 French, Spanish, German
1.30– 3.30 Science
3.30– 5.00 Fine and Practical Arts

(Candidates are not required to register earlier than the hour of the first examination they wish to take.)

VI. FINAL SELECTION BY EVALUATION.—When the number of qualified (by certification or examination) applicants on July 1 for any State Teachers College, or the Massachusetts School of Art, is in excess of the number that can be admitted, the scholarship record and ratings of the personal characteristics of all applicants will be evaluated in accordance with the method given below. Candidates will then be admitted in the order of their total scores up to the capacity of the college.

The foregoing rules with reference to the distribution and certification of subjects will still be in force. An evaluation of the scholarship (for each year) and personality records of students, as received from the high schools, will be made on the following basis:

(*a*) Scholarship will be allowed 75 points for 15 units of work.
(*b*) Personality will be allowed 25 points.

As a basis of computing the total score from the scholarship record, a mark of "A" will be allowed 5 points; "B", 4 points; "C", 3 points; "D", 2 points.

Advanced and Special Students

1. A graduate of a normal school, or of a college, may be admitted as a regular or advanced student, under conditions approved by the Department.

2. When any teachers college, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the president as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

[1] Two units in this field may be offered by candidates applying for admission to the music course at Lowell, home economics course at Framingham, practcal arts course at Fitchburg, and the teacher training course at the Massachusetts School of Art.

GENERAL INFORMATION

Bridgewater is one of the pleasantest and most healthful towns in Massachusetts, with a population of about eight thousand. It is situated twenty-seven miles south of Boston, on the New York, New Haven & Hartford Railroad. The buildings and grounds of the State Teachers College are attractively located near the center of the town, ten minutes' walk from the railway station.

Expenses

Semester fee. A semester fee of $25 is payable by each student. $25 is due in September, before registration in classes, and $25 is due on February 1. This fee is not refunded to those students withdrawing after the first week.

All students are required to pay a fee of $2 per year to meet the expense of laundering the bath towels used by them in the gymnasium. This fee is due at the opening of the college year.

Board. Rates for board and room are fixed by the State Department of Education. The rate for this college year is $325, payable promptly in advance, the first payment to be made before a room is assigned. Payments are due as follows:

At the opening of the college year in September	$100
December 1	75
February 1	75
April 1	75

An extra proportionate charge is made for board during the regular vacation periods.

Laundry work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge.

Payments must be strictly in advance, and should be made without the presentation of bills. A diploma will not be granted until all bills are paid.

Checks should be made payable to State Teachers College at Bridgewater, and when sent by mail should be so addressed.

Tuition. To residents of Massachusetts tuition is free. Residents of other states may be admitted upon the payment of tuition at the rate of $250 a year, one-half of which amount is payable at the beginning of each half-year; provided that the admission of such students does not exclude or inconvenience residents of Massachusetts.

Other expenses. Certain student enterprises which are supported by all the students are financed by means of the Student Activities Fee, which is payable at the beginning of each college year. This fee may vary from year to year, but is approximately $6 for women and $8 for men.

Students purchase their own notebooks, writing materials, art materials, gymnasium outfit, and all supplies carried away for their future use.

The required gymnasium outfit for women, consisting of special uniform and shower equipment, costs approximately $17. Full description, with blanks for ordering, is sent out with notification of admission.

The required gymnasium outfit for men, consisting of special uniform of pants and sweatshirt, is to be ordered on blanks which are sent out with notification of admission. The approximate cost is $4. Soccer shoes and other necessary articles may be secured after college opens. Rule guides for various sports must be purchased; the cost does not exceed $2.

Pecuniary Aid

The State makes an annual appropriation of $4,000 for all of the teachers colleges to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given to students from the town in which the college is located. Applications are to be made to the president. Applicants are expected to render reasonable service for the aid provided.

A loan fund, at present amounting to over $2,000, has been contributed by friends and graduates of the college, to be used in assisting worthy students. The conditions for loans from this fund are prescribed by a committee of the faculty.

WOODWARD HALL

Residence Halls

All women students who do not live at home are required to live in the dormitories. Exceptions to this rule may be made through the dean of women if a student wishes to live with relatives or to work for her room and board in some home approved by the college.

There are three residence halls for women on the campus—Woodward Hall has eighty-four rooms; Gates House, a dormitory of the cottage type, has nine rooms; and Normal Hall has thirty-seven rooms, and the central dining room is also located here.

Each dormitory is heated by steam and lighted by electricity. There are attractive reception rooms as well as rooms for recreational purposes in each. *Students are not allowed to use radios, electric irons, or cooking equipment in their rooms.* Special rooms have been equipped to be used for laundry and kitchenette purposes,

Rooms in these halls are supplied with furniture, including mattresses pillows, and rugs. Students are required to bring napkin ring, two clothes bags for laundry, bath mat 36 inches by 24 inches, towels, window curtains, bureau covers, and bed covering for single beds. The bed covering should include at least a mattress cover, four sheets 60 inches by 108 inches, three pillow cases, two pairs of blankets, a spread, a couch cover, and two couch pillows. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

A reassignment of rooms is made at the end of each college year, preference in choice being given to those who have been longest in the college.

Candidates for admission who have applied for rooms in advance may select their rooms on September 12, after the initial payment of $100 at the Business Office. The order of choice is determined by lot.

Rooms for men are arranged for in private houses near the campus. Assignments are made by the dean of men only, from an approved list. Men rooming in the town are required to take their meals at the school dining hall.

Absence

Regular and punctual attendance is required of every student. Each case of prolonged absence on account of illness is dealt with individually. The advantages of the teachers colleges, which are freely offered by the State, are expensive, and the State has a claim upon the student for their faithful use.

Students must not make arrangements involving absence from any exercise without previously obtaining permission, and must return punctually after any recess or vacation. Those who are necessarily absent at any time must make up lost work promptly upon their return.

When a student finds it necessary to withdraw from the college, he must return any of its books or other property which he may have, and receive regular dismission from the president, otherwise he must not expect to receive any indorsement from the college.

Conditions for Graduation

Each student, who faithfully and honorably completes the full curriculum of any department shall, upon the recommendation of the president and with the approval of the Commissioner of Education, receive a diploma of graduation signed by the Commissioner of Education and the president of the teachers college.

Student Activities

The Student Cooperative Association. All of the students are members of this association. Through its various branches the details of the plan of student cooperative government are organized and all extra-classroom activities integrated. The Association appoints a Hospitality Committee each year, whose primary duty is to welcome and assist new students upon their arrival.

Other Organizations and Clubs. These are organized by students working with faculty advisers and are in most cases outgrowths of the regular classroom activities. They serve as social centers and prepare for leadership in similar clubs in public schools.

The following organizations are active at the present time: Glee Club, Orchestra, Dramatic Club, French Club, Library Club, Garden Club, Girl Scouts, Lyceum,

Topics of the Day Club, Science Club, Camera Club, Kindergarten-Primary Club, Hobby Club, Men's Club, Men's Athletic Association, Women's Athletic Association. The last offers opportunities for interpretive dancing, bowling, swimming, and many other types of sports.

Teachers College Publications. Two regular publications have been established: "Campus Comment", which is issued monthly, and "Alpha", a yearbook of all college activities.

CURRICULA

The courses of instruction and training are grouped in departments, as follows:

Elementary Department A three-year elementary school teachers' curriculum, designed for students preparing to teach in the first six grades of the elementary schools. It is possible to enter at once on a four-year elementary curriculum leading to the degree of Bachelor of Science in Education.

The Kindergarten-Primary division of the Elementary Department includes kindergarten theory and practice in preparation for teaching in primary grades.

Advanced Department. A four-year curriculum leading to the degree of Bachelor of Science in Education, designed for students preparing to teach in the junior or senior high school.

Elementary Department

(Designed for students preparing to teach in the first six grades)

First Year		Second Year	
Courses	Semester Hours	Courses	Semester Hours
Education:		Education:	
1. Introduction to Teaching	1	3. The Learning Process	2
2. Personal Ethics	1	4. Technique of Teaching	1
English:		5. Preliminary Practice Teaching	5
1. Reading and Story Telling	3	English:	
3. English Expression	4	2. Dramatization	4
Library 1 (use of library)	1	4. Methods	5
Penmanship 1 (fundamentals)	½	5. Poetry	
Fine and Practical Arts:		Library 2 (children's literature)	1
Art 1 (introduction to art)	4	Penmanship 1 (fundamentals)	½
Handicrafts 1 (introductory)	2½	Fine and Practical Arts:	
Music 1 (theory)	1	Art 2 (elementary)	3
Mathematics:		Art 3 (adaptation and application)	
1. Fundamentals of Arithmetic	2	Art 4 (blackboard)	1
Physical Education		Music 2 (appreciation)	1
1a. Activities	2	Mathematics:	
1b. Personal and Community Health	2	2. Teaching of Arithmetic	2
Science:		Physical Education:	
1. General Biology	6	2a. Activities	1½
Social Studies:		2b. School Health Education	1½
History 1 (survey)	2½	Science:	
Geography 1a	2	3. Gardening	1
		Social Studies:	
		History 2b. (American)	2
		Geography 2 (regional)	2
	34½		33½

Third Year		Fourth Year	
		Required	
Education:		Education:	
8. Applied Psychology	2	14. Measurement and the Psychology of Exceptional Children	4
10. Modern Methods	1	18. Modern Problems	1
12. Curriculum Construction	1	Physical Education:	
13. Apprentice Teaching	10	4a. Activities	1
16. History and Principles of Education	1½	Sociology and Economics	4
17. Professional Ethics	½		
English:		*Elective*	
7. Reading Methods	3	English:	
12. Survey of Literature	5	8. Dramatic Productions	6
Fine and Practical Arts:		14. Selected Prose and Poetry	6
Art 6 (appreciation)	1	Penmanship 2	1
Music 3 (survey)	1	Fine and Practical Arts:	
Physical Education:		Art 7 (history of art)	4
3a. Activities	1	Handicrafts 2	4
3b. Principles of Physical Education	1	Social Studies:	
Science:		History 6 (American)	6
4. Elementary Physiography	2	History 7 (English)	6
9. Civic Biology	2	Geography 4	6
Social Studies:			
History 5 (American civic problems)	2		
	34		

Advanced Department

First Year

Courses	Semester Hours
Required	
Education:	
1. Introduction to Teaching	1
2. Personal Ethics	1
English:	
1. Reading and Story Telling	2½
3. English Expression	2
Penmanship 1 (fundamentals)	½
Fine and Practical Arts:	
Art 1 (introduction to art)	4
Handicrafts 1 (introductory)	2½
Practical Arts 1a (principles of mechanical drawing, for men)	4
Music 1 (theory)	1
Mathematics:	
3. Junior High School	2½
Physical Education for Women:	
1a. Activities	2
1b. Personal and Community Health	2
Physical Education for Men	2
Science:	
1. General Biology	6
4. Physiography (men)	8
6. Applied Physics (men)	2
Social Studies:	
History 2a (American)	2½
Geography 1a	2
Elective	
French 1 (introductory) or Science 3, Library 1, Practical Arts 1b	6

Second Year

Courses	Semester Hours
Required	
Education:	
3. The Learning Process	2
4. Technique of Teaching	1
5. Preliminary Practice Teaching	5
English:	
2. Dramatization	2
4. Methods	3
6. Junior High School Literature	4
Penmanship 1 (fundamentals)	½
Fine and Practical Arts:	
Art 2 (elementary) / Art 3 (adaptation and application)	3
Art 4 (black board)	1
Music 2 (appreciation)	1
Physical Education for Women:	
2a. Activities	1½
2b. School Health Education	1½
Physical Education for Men	1½
Social Studies:	
History 3 (world)	3
Geography 2 (regional)	2
Elective	
French 2 (professionalized subject matter)	6
Library 3 (training)	3
Mathematics 4 (algebra and geometry)	3
Music 4 (creative)	2
Practical Arts 1b (shop work)	1½
Science:	
2. Botany	4
3. Gardening	2
5. Chemistry (men)	4

Third Year

Required	
Education:	
9. Applied Psychology	2
11. Modern Methods	1
13. Apprentice Teaching	10
English:	
9. Public Speaking (men)	2½
Fine Arts:	
Art 6 (appreciation)	1
Physical Education for Women:	
3a. Activities	1
3b. Principles of Physical Education	1
Physical Education for Men, 5a	1
Science:	
9. Civic Biology	2
Elective	
English:	
10. The English Language	4
13. Modern Literature	4
Library 4	4
Library 5	4
Penmanship 2	½
Fine and Practical Arts:	
Art 5 (design)	2
Practical Arts 1c (shop work)	2
French 3 (methods)	5
Mathematics:	
5. Solid Geometry and Trigonometry / 6. Mathematical Analysis	4
Science:	
4. Physiography (women)	4
7. Zoology	4
10. Gardening	1½
12. Historic Geology	4
Social Studies:	
History 4 (modern European)	4
Geography 3a (regional)	4

Fourth Year

Required	
Education:	
12. Curriculum Construction (or Ed. 15)	2
14. Measurement and the Psychology of Exceptional Children	4
15. Junior High School Organization (or Ed. 12)	2
16. History and Principles of Education	2½
17. Professional Ethics	½
18. Modern Problems	1
19. School Law (men)	½
Physical Education:	
4a For Women	1
5b For Men	1
Sociology and Economics	4
Elective	
English:	
8. Dramatic Productions	6
11. Journalistic Writing	6
14. Selected Prose and Poetry	6
Library 6	6
Penmanship 2	1
Fine and Practical Arts:	
Art 7 (history of art)	4
Handicrafts 2	3
Practical Arts 2 (printing)	3
Music 5 (history of music)	4
French 4 (literature)	8
Mathematics 7 (teaching)	6
Physical Education:	
4b. For Women	1
6. For Men	1
Science:	
8. Professional Biology	6
13. Methods in Science Teaching	6
Social Studies:	
History 6 (American)	6
History 7 (English)	6
Geography 4	6

EXTENSION COURSES

Since 1927, the State Teachers College, in affiliation with the State Department of University Extension, has offered credit courses of collegiate grade in order to provide for graduates of the two and three-year courses the opportunity of qualifying for the degree of Bachelor of Science in Education. Graduates of the two-year course are required to pass satisfactorily courses aggregating thirty semester hours and to take an additional year of work in residence. Graduates of the three-year course are required to pass satisfactorily courses aggregating thirty semester hours. Graduates of the four-year course (without degree) are required to pass satisfactorily courses aggregating fifteen semester hours. These requirements are divided among prescribed and elective courses, and are given in detail as follows:

FOR GRADUATES OF TWO-YEAR COURSE. (See rules 1 and 2.)

Required: 30 semester hours, as outlined below for graduates of three-year course, and, in addition, one year of residence, which may be met as follows:

A minimum of 30 semester hours of work in approved courses is required to satisfy residence for the degree of Bachelor of Science in Education. This requirement may be met by courses taken at a State Teachers College during the academic year (September to June) or in the summer sessions of a State Teachers College, provided these 30 semester hours of work taken for residence credit at the summer sessions are completed within a period of five years prior to the award of the degree, and provided this minimum residence requirement is satisfied in the same State Teachers College as that from which the candidate is to receive the degree.

FOR GRADUATES OF THREE-YEAR COURSE. (See rules 1 and 2.)

Required: 30 semester hours.

	Semester Hours
I. *Education* (not to exceed 8 semester hours.)	
Psychology of Adolescence, or an advanced course in applied or Educational Psychology	2
Junior and Senior High School Education, or an advanced course in Elementary Education	2
Tests and Measurements	2
Elective (if desired to make total of 8)	2
II. *Subject-matter Courses.*	
Advanced English Expression	2
Advanced English Literature	2
Sociology	2
History (to be selected)	2
Elective (select Option A or Option B)	14
Option A:	
10 semester hours in one of the following: English, French, Geography, Mathematics, and History (including Economics and Government);	
4 semester hours, free electives.	
(See rule 2.)	
Option B:	
6 semester hours in each of any two of the same fields;	
2 semester hours, free electives.	
(See rule 2.)	—
	30

FOR GRADUATES OF FOUR-YEAR COURSE (WITHOUT DEGREE). (See rules 1 and 2.)

Required: 15 semester hours.

	Semester Hours
I. *Education.*	
Psychology of Adolescence	2
Junior and Senior High School Education	2
Tests and Measurements	2

II. *Subject-matter Courses.*

Advanced English Expression	2
Advanced English Literature	2
Sociology	2
Elective	3
	15

Rule 1. The amount of work which has been or may be completed under other auspices than the State Department of Education, that may be accepted for credit toward this degree, shall, in the aggregate, not exceed 18 semester hours for graduates of the Two-Year Course, 12 semester hours for graduates of the Three-Year Course, or 6 semester hours for graduates of the Four-Year Course.

Rule 2. Credit toward the degree shall not be granted for any Collegiate or Extension course under the following conditions:

(a) If it duplicates work included in the teachers college course which a candidate offers for credit toward the degree.

(b) If it covers work more elementary than the courses in the same field as given by the teachers college from which the degree is sought.

(c) If it makes the total credits in education to exceed 8 semester hours out of the 30 semester hours required.

(d) If it is not approved by the teachers college from which the degree is sought.

(e) If it was taken previous to 1920.

(f) If it makes either the number of courses taken during any one semester to exceed a total of two courses, aggregating four semester hours of credit, or the number of courses taken during any summer session to exceed a total of three courses, aggregating six semester hours of credit. (This rule effective September 1, 1929, and thereafter.)

Rule 3. Subject to the approval of the reachers college from which the degree is sought and also subject to Rule 2, c, an advanced course in Applied Psychology or Educational Psychology may be offered in place of Adolescent Psychology, and an advanced course in the field of Elementary Education may be offered in place of Junior and Senior High School Education.

THE COURSES OF INSTRUCTION

The courses of the first two years are practically the same in both departments, with the exception of a few electives in the Advanced Department. The purpose is to give a background along both cultural and professional lines. Differentiation takes place at the end of the sophomore year, after two years of background study and preliminary practice work.

The courses are evaluated in semester hours. To qualify for a diploma granted to graduates of the Three-Year Elementary Teachers' Curriculum, a student must complete satisfactorily courses aggregating ninety semester hours besides the required physical education. To qualify for the degree of Bachelor of Science in Education, which is granted to graduates of the Four-Year Curriculum, a student must complete satisfactorily courses aggregating one hundred and twenty hours besides the required physical education. The class periods are fifty minutes in length.

FOUNDATION COURSES

(First two years)

EDUCATION

Education 1. Introduction to Teaching. Miss Beal.

This course is based on definite periods of directed observation and reading. It extends from the kindergarten through the grades in succession, with oral and written reports. The aim is to give familiarity with children, schoolroom conditions, and modern methods of teaching, as a basis for understanding the professional purpose of a teacher-training institution.

Education 2. Personal Ethics. Miss Pope and Mr. Kelly.

This course deals with problems of student conduct and the development of personality. It aims to teach principles of social usage and personal conduct and to help in the creation of ideals of personality so that student-teachers may become sensitive to acts inconsistent with these ideals.

Education 3. The Learning Process. Mr. Hunt.

The child is studied as a reacting organism, involving a brief survey of the central nervous system; the acquisition of definite reactions to situations imposed by the child's environment; the inherited nature of the child as expressed in reflexes and instincts; study of the latter as the foundation upon which the teacher builds; with special attention to the instincts particularly involved in education. The general laws which govern economical learning are studied and applied to many schoolroom situations.

Education 4. Technique of Teaching. Miss Beal and Miss Lutz.

A comparative and analytical study of methods and materials used in teaching in the elementary grades, through discussion, research, and visits to and demonstrations in the training school. Also a study of problems of classroom management, including discipline; types of lessons; preparation of lesson plans; critical evaluation of the daily program and program-making; activity program; unit teaching; and selection of materials and methods.

This course is designed to furnish a background for practice teaching in the elementary grades.

Education 5. Preliminary Practice Teaching. Training School. Miss Beal, Supervisor.

Courses 3 and 4 are taken in close connection with the preliminary practice teaching in the Training School, in which the students serve as assistants in the grades. They study and teach groups of children, organize material for teaching in different subjects, and conduct class exercises.

Education 6. Kindergarten Theory and Methods. Miss Marks.

A study of the origin, evolution, and growth of the kindergarten, including its aims, ideals, values, requirements; life and influence of Froebel, Pestalozzi, Montessori, and others; present status of the kindergarten in the United States; and influence upon the kindergarten of the changing conceptions of education.

A part of the course is devoted to the study of play materials for young children, traditional and modern; industrial arts and the methods of using materials; and a program for the well-rounded school life of the kindergarten child.

This course parallels practice teaching in kindergarten, thus time is spent in discussing actual classroom situations as they arise during this training period.

Education 7. Kindergarten-Primary Theory and Methods. Miss Lutz.

A study in recent tendencies in the education of young children, including the nursery school, pre-school age, kindergarten, and first grade, forms the basis for this course. It includes, also, a study of children's interests and tendencies and provision for the same; meaning and value of unification of the kindergarten-primary grades; social organizations of the group; kindergarten-primary equipment, materials, curriculum, etc., and an application of methods in the light of the same.

ENGLISH

English 1. Reading and Story Telling. Miss Moffitt.

This course includes: (1) demonstration lessons with children; (2) the leading reading methods used in the schools; (3) study of phonics; (4) story telling; (5) development of good oral and silent reading; (6) supplementary reading, platform reading, and oral themes; (7) preparation of devices, graphs, and informal tests.

English 2. Dramatization. Miss Moffitt.

Dramatization of different types of reading lessons, of history and related subjects. Scenes suitable for Assembly Periods and anniversaries.

English 3. English Expression. Miss Davis and Miss Lovett.

(1) Review of English grammar. Tests and drills to establish correct usage in speech and writing. (2) Study of exposition in oral and written work. Study of outlining, and diction. (3) Practice in research, organization, and presentation.

English 4. Methods. Miss Davis and Miss Lovett.

(1) Materials and methods of teaching English in the elementary grades. (2) Types of oral composition. Planning and presenting material to the class. Leading class discussions. (3) Written composition. Précis writing, letters, various types of free expression. (4) Short story writing (elective).

English 5. Poetry (elementary). Miss Davis.

This course endeavors (1) to stimulate appreciation and understanding of poetry; (2) to give some knowledge of the types and development of English and American poetry; and (3) to study the materials and methods to be used in acquainting children with their rich poetic heritage.

English 6. Junior High School Literature (advanced). Miss Hill.

1. Dramatics: (a) Literary study of the drama.
   (b) Class presentation of plays.
2. The Oral Interpretation of Literature.

Library 1. Use of the Library. Miss Carter.

A study of the tools of the library, the system of loan slips, the card catalogue, readers' guides, reference books and other library helps such as pamphlets, pictures, magazines, keeping account of borrowed books.

Library 2. Children's Literature (elementary). Miss Carter.

1. A course in the study of children's books; the beginning of literature for children, and its development to the present time. The purpose is to form standards for the choice of reading for children, and to give a knowledge of editions suitable for school and home use.

2. A brief survey is made of books of history, travel, biography, science, art, fiction, and poetry suitable for all grades, in order to form a background of material which will make it possible to encourage and guide a taste for the best in children's reading.

Library 3. Library Training (advanced, elective). Miss Carter.

This gives practice in the routine work involved in the administration of a school library. Training is given in the mechanics of preparation of books for circulation; in reference work; in the making of bulletin boards, exhibits of books

and lists of reading; in methods of teaching library lessons. Illustrative material for school use (including pictures, clippings, pamphlets) is organized. Students act as assistants during library hours. The story-hour is taken up in connection with the Training School Library. Children's literature, based on the State Certificate Reading Lists, is stressed.

Penmanship 1. Fundamentals. Mr. Doner.

(1) The aim is to train all students to write well, so that by their skill and example they will be prepared to teach others to write well. The Correlated Handwriting Method is used. The constant aim is to correlate good handwriting with all written work. (2) Blackboard practice; discussion of the current methods of teaching penmanship in the grades; use of standard tests for measuring rate and quality in handwriting; demonstration lessons; and supervised practice.

FINE AND PRACTICAL ARTS

Art 1. Introduction to Art. Miss Nye.

This course aims to arouse interest in the need of art expression as a preparation for teaching. Through the use of line, form, color, and pattern confidence is gradually gained in the expression of ideas and in the representation of familiar forms which the circumstances of teaching may require. Principles and techniques are taught while developing the habit of thoughtful observation, a working knowledge of color, elementary design, and the recognition of beauty.

Art 2. Elementary Art. Mr. Reynolds.

Review of the fundamental art principles and skills and the development of confidence and initiative in their use.

Art 3. Adaptation and Application. Mr. Reynolds.

This course acquaints the student with the aims and purposes of art courses as pursued in elementary schools, the results hoped for, and the standards by which these are to be judged. The possibility for the correlation of art with other subjects is stressed.

Art 4. Blackboard Drawing. Miss Nye.

This course gives practice in various types of board work that a teacher needs to aid in making her teaching clear and her room attractive.

Drawing Conferences. Mr. Reynolds.

This course includes the teaching of drawing and handwork in the training school. The work consists of two conference periods a week; the preparation of lesson plans and demonstrations in teaching; practical teaching, under direct supervision, in drawing, art crafts, and elementary forms of handwork.

Handicrafts 1. Introductory Course. Miss Beckwith.

This course aims to give students (1) an appreciation of the beautiful in construction; (2) skill in the use of various materials and tools that children will be likely to use in the schoolroom; (3) adaptation of the principles of art to school and community life.

Practical Arts 1a, Principles of Mechanical Drawing (for men). Mr. Kelly.

Designing and making working drawings of useful projects carried on in connection with shop work. Simple machine design, tracing, blue-printing, specifications. Each student submits lesson plans and teaches three lessons to his group before completing course.

Practical Arts 1b. Shop Work (advanced, elective). Mr. Kelly.

Shop work in a variety of industries. The purpose of the course is to give a practical knowledge of a number of lines of useful handwork for teachers. Articles are made that are required for school use. Repair work that can easily be done by teachers is emphasized.

Music 1. Elementary Theory. Miss Rand.

The aim of this course is to give an understanding of the subject matter necessary for teaching music in the first six grades. This includes a working knowledge of the

following:—scales,—major, minor, and chromatic; all scale intervals; key signatures; ryhthmic forms in common and compound time. Attention is given to tone production, interpretation, conducting, and simple melody writing.

Music 2. Music Appreciation. Miss Rand.

The aim is to develop ability to listen to music with pleasure and discriminating intelligence, also to suggest possibilities for further self-instruction. The course includes a study of the most important musical forms; the orchestra; and the works and lives of the great composers from Bach to Stravinsky.

Music 4. Creative Music in the Grades (advanced, elective). Miss Rand.

A study of how to teach children to compose little songs. Practical work in the Demonstration Room with classes of children, in order to become acquainted with the difficulties and possibilities of this work.

Music Conference. Miss Rand.

During the time when the students are in the training school, opportunity is given to teach music under direct supervision. A general conference is held once a week for the discussion of problems common to all, for the demonstration of lessons which have been especially successful, and for constructive criticism.

MATHEMATICS

Mathematics 1. Fundamentals of Arithmetic (elementary). Mr. Durgin.

Organization of the knowledge needed by students in preparation for teaching arithmetic. The aim is to make the processes rational, to promote speed and accuracy in their use, and to make the solution of problems thoughtful rather than mechanical. Emphasis on the need of checking work and on methods of doing so.

Mathematics 2. Teaching of Arithmetic (elementary). Mr. Durgin.

Coordination of previous year's work with knowledge gained in the training school. Individual study of problems of teaching arithmetic. Courses of study, textbooks, and materials.

Mathematics 3. Junior High School (advanced). Mr. Durgin.

This course includes the mathematics for the junior high school grades recommended by the National Committee on Mathematical Requirements. Emphasis is placed on the methods of teaching the subject matter.

Mathematics 4. Algebra and Geometry (advanced, elective). Mr. Durgin.

(1) Review of high school algebra with emphasis on methods of teaching. Such advanced topics as time will permit. (2) Review of plane geometry, with special emphasis on original problems, numerical computations, and methods of teaching geometry in the junior and senior high schools.

MODERN LANGUAGE

(The following courses are open to those in the Advanced Department who have had good high school courses of three years, or their equivalent, in the subject.)

French 1. Introductory (elective). Miss Bradford.

This course offers an opportunity to develop a reading ability for cultural purposes and a basis for teaching French. It stresses a thorough knowledge of vocabulary and pronunciation, an inductive analysis of grammar principles, and practice in oral and written self-expression. The authors studied are Moliére, Corneilee, LaFontaine, and Daudet, supplemented by a text on French civilization, and outside reading of standard fourth-year texts. French is the language of the classroom.

French 2. Professionalized Subject Matter (elective). Miss Bradford.

First term—systematic grammar review.

Second term—phonetics and conversation.

Third term—letter writing.

French is the language of the classroom.

PHYSICAL EDUCATION FOR WOMEN

Miss Decker and Miss Caldwell

The purpose of the department of physical education for women is twofold.

1 Personal—To help each student to develop (a) in general physical efficiency; (b) in the knowledge of a variety of wholesome physical activities; (c) in the highest qualities of sportsmanship and leadership; and (d) in the best health attitudes and habits.

2. Professional—To help the student to develop power in the leadership of children in physical education activities.

The total program includes: (a) class work dealing with the subject matter, principles, and methods in the fields of physical education and health; (b) practice teaching in the student's own class and in the training school; (c) the extra-curricular program conducted by the Women's Athletic Association, under the direction of student leaders, and including inter-group and inter-class contests and recreational and outing activities; (d) individual conferences and follow-up work with students needing advice as to the removal of defects or changes in habits of living; (e) guidance in individual corrective work for those having defects correctible by exercise

Physical Education 1a. Activities.

Analysis and practice of fundamental motor skills in relation to seasonal activities in sports, dancing, and individual corrective work; during the winter term emphasis upon fundamental children's activities with methods of teaching in preparation for the practice teaching in the training school in the sophomore year.

Physical Education 1b. Personal and Community Health.

A study of the fundamental habits of healthy living, with analysis of the simple biological and psychological factors underlying the health laws and of the personal and social implications of the health problem.

Physical Education 2a. Activities.

A continuation of 1a, with increased emphasis upon improvement in individual skills, habits of cooperative play, powers of leadership, and capacities for enjoyment of activity.

Physical Education 2b. School Health Education.

Principles and practices in the health education of children; the physiological development of children in relation to school and community environment and individual health behavior; the function of the school in health guidance in cooperation with the home and with health education authorities outside the school

PHYSICAL EDUCATION FOR MEN

Mr. Crosier

The purpose is twofold:

1. Personal—(a) To develop body control in gymnastics, games, and sports; to establish health habits. (b) To develop ideals of sportsmanship and team work. (c) To develop initiative and leadership.

2. Professional—To train in methods of applying all of the above to children. Methods of organization and promotion of sports as conducted by athletic organizations. Practice in officiating and coaching.

The first purpose stated is worked out by means of (a) a course in hygiene and first aid; (b) gymnasium work, including marching tactics, free-arm exercises, apparatus exercise, gymnastic dancing, group contests and games; (c) The Men's Athletic Association, which conducts athletic contests (soccer, basketball, volley ball, baseball, track and tennis) and supervises the various teams in sports.

The second purpose is worked out through (a) a study of methods of teaching health; (b) selection of schoolroom and playground activities for boys of different ages; (c) methods of presenting activities (giving commands, organizing groups, coaching, etc.), using the class for practice teaching; supplemented by practice teaching in nearby schools.

GYMNASIUM

SCIENCE

Science 1. General Biology. Miss Graves and Mr. Stearns.

A fundamental core course which emphasizes the basic principles of biological science and applies them to the life of the teacher and the child. Both the plant and animal kingdoms are surveyed, then the more important biologic problems are considered.

Lectures, discussions, exercises in the laboratory, garden and greenhouse, field trips.

Science 2. Botany (advanced, elective), Miss Graves.

A survey of the fundamental facts and principles of plant life. The structure and functioning of the higher plants are studied in detail. Representatives of the great groups of the plant kingdom are examined. The principal families of the flowering plants are reviewed and some practice in identification is given. Economic importance and environmental relationships are also stressed.

Lectures, laboratory work, field and museum trips.

Science 3. Gardening (elementary, required; advanced, elective). Mr. Stearns.

The aim is to prepare students to plan, plant, and cultivate a garden. The course includes seed testing; plant structure and physiology; propagation from seeds, cuttings, bulbs, and roots; control of harmful insects and weeds; supervision of home and school gardens.

Science 4. Physiography. (for men) Mr. Shaw.

The course includes the practical study of common minerals, building stones and soils, with constant application to the study of geography and to the industries.

The following physiographic agencies are studied: the mechanical and chemical action of the atmosphere; the characteristics and work of rivers; the seas acting on the lands; ground water in relation to caves, springs, geodes and mineral veins; glacial action; vulcanism; physiographic structures and regions in North America as a basis for an understanding of the distribution and activities of its inhabitants.

Science 5. Applied Chemical Science (elective for men). Mr. Shaw.

A study is made of the following subjects: processes needed for the interpretation of nature and of human industries; chemistry of air, with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; nitrogen, fertilizers and explosives; carbon dioxide; ventilation; flame and fuel—how to start, control, and extinguish fires; uses of a chimney; characteristics of a good fuel; water-simple tests for the purity of drinking water; location, protection, and—ventilation of wells; acids and alkalies—relation; common metals.

The purpose of the course is to prepare to teach general science. It includes so much of chemical analysis as is essential to an intelligent study of industrial and economic chemistry. The student learns how to organize chemical facts for a definite purpose, gains insight into chemical processes and procedures, and acquires a useful mastery of laboratory technique. Work in water analysis, milk analysis, soil and fertilizer analysis, food inspection, and mineral analysis may be taken.

Science 6. Applied Physics (for men). Mr. Durgin.

The aim of this course is to develop power to interpret common physical phenomena in the light of the principles that underlie them; to prepare the student to use the laws of physics as involved in other subjects; and to give him experience in the use of apparatus.

SOCIAL STUDIES

History 1. Origin and Development of Civilization (elementary.) Mr. Arnold.

The course includes a survey of bases and origins of culture, primitive society, early civilizations, medieval civilization, transition to modern society, development of contemporary society, and factors in social evolution. Consideration is given to the aims, materials, and methods in teaching history in the grades.

History 2a. American History and Civics (advanced). Mr. Arnold.

The close interdependence of American history and civics is recognized, but these topics are taught in separate units. The American history units stress the most significant periods of American history. The civics units deal with the most vital problems of local, state, and national governments and the social and industrial problems of community civics. Practice is given in selecting, organizing, and presenting material suitable for the junior and senior high schoools.

History 2b. American History (elementary). Mr. Arnold.

Much attention is given to securing from secondary materials a systematic development of the most important topics of American history. Reading of historical sources and of magazines of current history is required. The purposes of teaching American history in grades one to six are stressed and practice given in selecting and organizing subject matter suitable for those grades.

History 3. World History (advanced). Miss Smith.

A survey of human progress by epochs from the earliest times to the present. Modern methods of study and teaching, including:—a study of objectives, outlining for study purposes, the examination and use of work books, and the presentation of different forms of classroom lessons and activities.

Geography 1a. Human Physiography and Some Problems in the Teaching of Geography. Mr. Huffington.

A study of man's response to his physical and life environment through a consideration of type environments. The course aims to build up the background of principles of geography for the teaching of geography.

Geography 2. Regional Geography. Mr. Huffington.

A study of selected regions from North America and South America. Emphasis is placed upon "Regional Personalities" as determined by the characteristic human activities and possibilities of further human utilization.

DIFFERENTIATED COURSES

(Third and Fourth Years)

These courses include: (1) certain required subjects, professional and cultural; (2) two major groups selected from the following list—English, French, history, geography, science, mathematics, and library; (3) minors which may be added to the major groups—art, music, gardening, practical arts, and penmanship.

EDUCATION

Education 8. Applied Psychology (elementary). Third year. Mr. Hunt.

This course follows the general introduction to the learning process and the student's first period of practice teaching. It includes a special study of the psychology of the modern teaching techniques employed in Reading, Spelling, Arithmetic, and Penmanship as a basis for the intelligent evaluation of their own procedures.

A survey of investigations, in each subject, which have supplied the evidence for the selection of modern teaching techniques. An introduction to educational measurement, the diagnosis of class and individual difficulties, and the prescription of needed remedial measures.

Education 9. Applied Psychology (advanced). Third year. Mr. Hunt.

A course in the psychology of upper grade and high school subjects, with special attention to its bearing on the teacher's organization of subject matter, methods of presentation, and assignment of lessons, pupil preparation, making the school program, methods of testing achievement, marking, homogeneous classification of pupils, and adaptation of courses to intelligence levels.

Education 10. Modern Methods (elementary). Third year. Miss Lutz.

Modern trends in education, their causes and resultant methods; progressive systems of education; diagnosis and remedial work with children; platoon and other types of school organization; problem-project method; ways of stimulating and directing the best study methods and habits; supervised study; criteria for

judging procedures and methods; visual education; and group and individual reports of modern educational writings, including texts as well as professional books.

Education 11. Modern Methods (advanced). Third year. Miss Beal.

The course includes a study of school conditions and activities in relation to general pedagogy; a comparative and detailed study of methods and materials used in teaching subjects of study in the upper grades; research work related to educational problems of the day and to pedagogical literature.

Education 12. Curriculum Construction. Third or fourth year. Miss Lutz.

This course includes a consideration of problems relating to the curriculum and subject-matter fields of the elementary school subjects; the principles of curriculum construction; the process of curriculum making or revision; the bearing of current social factors upon curriculum construction; the procedure for setting up objectives, guiding principles, course of study units, and units of instruction; significant educational points of view and their application to curriculum making; and the contribution of research and experimental studies to the selection and arrangement of materials in the curriculum.

The best recent courses of study issued by public and private schools, as well as abstracts of research and experimental investigations in various fields, are used as illustrative material for this course.

Education 13. Apprentice Teaching. Third year. Miss Beal, Supervisor.

Extensive teaching, under supervision, in the schools in nearby towns and cities. The purpose is to give breadth of experience in teaching and in discipline. Opportunity is given for substituting. Student-teachers are visited and criticized by the supervisor of training and by teachers from different departments of the college. Systematic reports of their readings and work are made to the supervisor by the student-teachers and by the teachers with whom they are working.

Education 14. Educational measurements and the psychology of exceptional children. Fourth year. Mr. Hunt.

The course includes the following topics:

Introductory study of the range of ability for any given age or grade. Survey of investigations as to the relative importance of heredity and environment in producing this variation. Psychology of the normal and subnormal studied to ascertain nature and causes of individual differences.

Study of the development of the modern science of intelligence testing. Work of Binet and the Stanford Revision of the Binet method in America. Training in the application of the above method in actual practice. Study of the best known group tests, with practice in their use.

Study of statistical method of handling the data derived from these tests. Interpretation of results. Diagnosis of class and individual needs.

Survey of modern systems of grading and promotion. Problems of retardation and acceleration. Modifying the content and method of education for defectives. Provisions for the exceptionally bright pupil. Study of current problems of 6–3–3 reorganization, with special study of curricula and program-making in junior and senior high schools.

Education 15. Junior High School Organization (advanced). Fourth year. Mr. Hunt.

Survey of the changing concepts of the psychology of adolescence. Conclusions which should influence methods of instruction and control of the early adolescent.

Factors which influenced the change from the old 8–4 plan of public school organization to the 6–3–3 plan. Aims and objectives of the modern junior high school. Consideration of departmental teaching, differentiation of work, educational exploration, educational guidance, extra-curricula activities, homogeneous grouping, and making the junior high school program.

Education 16. History and Principles of Education. Third or fourth year.

1. The genesis and development of education in the United States, especially in Massachusetts.

2. A study of the sources and evolution of modern educational systems and methods. The social ideals of other civilizations and other centuries, as influencing

education. Search is made for the permanent and universal principles of educational procedure, contemporary educational leaders and literature, educational systems in aristocracies and in democracies. A foundation is laid for future educational reading and research.

Education 17. Professional Ethics. Third or fourth year. Miss Pope and Mr. Kelly.

This course deals with problems which the teacher is likely to meet in actual teaching situations. It includes a discussion of the obligations of teachers as members of a profession and the ethical standards which should govern the relationships between a teacher and pupils, parents, school officers, community, etc.

Education 18. Modern Problems. Fourth year. Miss Beal.

Part I. A lecture course to acquaint the student with—

1. Educational opportunities offered by the State Department of Education for: (a) the atypical child, (b) vocational education, (c) Americanization, (d) university extension.
2. Agencies that cooperate with the school for the welfare of the child.
3. Teachers' organizations.

Part II. Problems of classroom teaching; significant differences in methods of teaching; some results of scientific investigations of teaching problems; influences upon methods of teaching exerted recently by contemporaries such as Dewey, Thorndike, Kilpatrick, Judd.

Education 19. School Law (men). Fourth year. Mr. Kelly.

The law with which the schoolmaster needs to be familiar; the fundamental laws bearing on state systems of education and the policies by which they are directed; laws affecting organization and support of the several types of schools; the relative educational functions of nation, state and locality; the authority, duties, qualifications, and rights of teachers and of school officials, the relative rights of parents and children; compulsory attendance laws, health laws, and the employment laws immediately related to them.

Education 20. Selective Teaching. Fourth Year.

Certain able students are selected in the different departments to serve as assistants, thus learning the details of teaching and organization in those subjects.

ENGLISH

English 7. Reading Methods (elementary). Third year. Miss Moffitt.

Acquaintance with textbooks dealing with methods of teaching reading. Lesson plans for both silent and oral reading. Diagnostic and standard tests.

English 8. Dramatic Productions (elective). Fourth year. Miss Moffitt.

The aims of this course are: (1) to enable students to organize and direct junior and senior high school dramatic clubs; (2) to plan interesting and suitable programmes for assembly periods throughout the grades.

The work includes: (1) the study of the history of the drama; (2) the reading and selection of plays for junior and senior high schools; (3) the coaching of plays given by sophomores, junior high school pupils, and training school pupils; (4) stage craft; (5) costuming; (6) make-up.

English 9. Public Speaking (for men). Third year. Miss Hill.

Platform projects. This course aims to eradicate faults in the use of voice; to establish correct pronunciation; to reveal the relation of voice to social adaptability; and to give opportunity for practice in conversation and in extemporaneous speaking.

English 10. The English Language (advanced, elective). Third year. Miss Lovett.

1. An elementary course in the history of the English language, designed to establish a background for the teaching of English expression in junior or senior high school. The course aims to give an appreciation of the service of language to

our civilization, and an understanding of the development of its forms which have added to the flexibility and consequent value of the language.

2. The history, aims, and psychology of grammar teaching. Students are expected to plan and teach lessons in grammar, under constructive criticism.

3. Type lessons for junior high schools are planned, presented, and criticised; larger units of study are organized; courses of study are examined and compared.

English 11. Journalistic Writing (advanced, elective). Fourth year. Miss Lovett.

1. A course planned for those students preparing to teach English in junior or senior high school, and designed to aid them in starting and directing school publications. The principal work of the course consists of writing articles suitable for school papers. Mechanical correctness and the observance of the fundamental principles of good composition are required in this writing.

2. The subject matter and methods of teaching English expression in the senior high school; a survey of the aims and ideals of the subject; the selection and organization of material; articulation of English with other subjects; minimum English standards; practice in the organization and presentation of material; various phases of testing and grading.

English 12. Survey of Literature (elementary). Third year. Miss Davis.

A survey and general reading course for cultural purposes, with the specific im of developing an increasingly conscious literary taste and judgment.

English 13. Modern Literature (advanced, elective). Third year. Miss Hill.

Part 1. The Modern Novel.
Part 2. Victorian Poetry.
Part 3. Modern Poetry.

English 14. Selected Prose and Poetry (elective). Fourth year. Miss Hill.

Part 1. A Survey of World Literature.
Part 2. Twelve Plays of Shakespeare.
Part 3. Literary Criticism.

Library 4 (advanced, elective). Third year. Miss Carter.

A course for students of the Advanced Department who are interested in elementary work.

1. Reports on books from the State Certificate Reading List, and from other standard lists, for the elementary grades.
2 Collecting material about children's books and authors.
3. Practice work in the Training School Library.
4. Methods and devices for library hours in the elementary grades.

Library 5 (advanced, elective). Third year. Miss Carter.

A course offered to those students who have had Library 1 and 3.

1. Book selection for the Junior High School Library.
2. Methods and devices for teaching use of library.
3. Planning and conducting library hours.
4. Practice work in Training School Library.

Library 6 (advanced, elective). Fourth year. Miss Carter.

Advanced library work for those who have had Library 1, 3, and 5.

1. Methods of teaching the use of the library.
2. Book selection.
3. Cataloging and classification.
4. Reference and bibliography.
5. School library administration.

Penmanship 2 (elective). Third and fourth years. Mr. Doner.

Advanced blackboard writing, latest approved methods of teaching handwriting in the grades, Old English text lettering, rapid manuscript printing, Engrossers' Script writing, and writing for the special penmanship certificate. To qualify for this course the student should have at least a B grade in plain, rapid writing.

FINE AND PRACTICAL ARTS

Art 5. Design (advanced, elective). Third year. Miss Nye.

Continuation of Design in Art 1, with more emphasis on symbolism. Application of original patterns to many objects in various mediums.

Art 6. Appreciation of Art. Third year. Miss Nye and Mr. Reynolds.

This course aims to advance the study of line, form, design, and color through art experiences related to personal, classroom, home, and civic needs. Emphasis is given to the recognition of beauty and some understanding of its many phases of art.

Art 7. History of Art (elective). Fourth year. Mr. Reynolds.

A survey of the history of architecture; sculpture, painting, and minor arts from prehistoric man to modern times. The principles underlying works of art are studied in order to increase the student's power to select and enjoy examples of fine art. Required reading, notebooks, creative work, and discussions.

Handicrafts 2 (elective). Fourth year. Miss Beckwith.

Fundamental principles in reed work for camp and playground; advanced work in book making and rebinding books; special work for library students; modeling, cementing, weaving, or any phase of handicrafts likely to interest junior or senior high school students.

Practical Arts 1c. Shop Work (advanced, elective). Third year. Mr. Kelly.

Continuation of Practical Arts 1b. Advanced students are afforded an opportunity for practice teaching with groups from the training school.

Practical Arts 2. Printing (advanced, elective). Third or fourth year. Mr. Kelly.

Principles of printing. Orderly procedure in practical shop work in printing by students, affording excellent opportunity for correlation with English department and other departments of teachers college. Each student is required to direct a project selected by a group before completing course.

Music 3. Survey of Music in Elementary Schools (elementary). Third year. Miss Rand.

The aim is to give further discussion and practice in methods of teaching music in the first six grades. There is opportunity to compare methods already studied during the training and observation of the first two years.

Music 5. History of Music and Music Appreciation (advanced, elective). Fourth year. Miss Rand.

The aim of the course is to give power in understanding in order to enjoy the greatest music.

The content of the course is as follows: music, history, periods from primitive to modern; the lives and works of the great composers; analysis of the structure of music as found in the various periods covering the important forms, both vocal and instrumental; technical terms in common use; a study of simple chords; suggestions as to ways in which music appreciation may be taught in the schools.

MATHEMATICS

Mathematics 5. Solid Geometry and Trigonometry (advanced, elective). Third year. Mr. Durgin.

Mathematics 6. Mathematical Analysis (advanced, elective). Third or fourth year. Mr. Durgin.

Designed to enlarge, enrich, and coordinate the ideas of algebra and geometry, and to promote the more effective teaching of both subjects.

Mathematics 7. The Teaching of Mathematics (advanced, elective). Fourth year. Mr. Durgin.

The course includes discussion of the aims, organization, and methods of teaching mathematics in the junior and senior high schools. It includes, also, consideration of (1) the evolution of our present courses in mathematics; (2) reports of the National Committee on Mathematical Requirements; (3) classroom practice,

typical lessons, special devices and equipment; (4) examination of recent textbooks, especially those for the junior high school, and study of literature on the teaching of mathematics.

MODERN LANGUAGES

French 3. Methods (advanced, elective). Third year. Miss Bradford.
Advanced French for cultural purposes.

First term, methodology of language teaching, theory and practice; study of syllabi; examination of textbooks; study of college entrance board questions and new type tests; songs, games, and use of realia, such as imported charts, maps, posters, children's books, victrola records and lantern films.

Second term—The aim of this course is to gain, by means of a correlated survey of the literature and history and study of the geography of France, together with the other factors of French civilization, a general cultural background, with a view to application of the fundamentals thereof in the work with junior and senior high school pupils. French is the language of the classroom.

French 4. History of French Literature (advanced, elective). Fourth year. Miss Bradford.

First term, the novel; second term, the drama; third term, poetry and further prose.

Intensive study of the works of representative authors of all periods, with the chief aims of appreciation of the literature and the establishing of a first-hand knowledge of the life and ideas of another people, with a view to use in the senior high school; extensive outside reading and the writing in French of a paper on the development of a phase of French literature.

Current events and recent methodology are discussed. A short course in general language is given. French is the language of the classroom, and, in the latter course, German, Spanish, and Latin.

PHYSICAL EDUCATION FOR WOMEN

Miss Decker and Miss Caldwell

Physical Education 3a. Activities. Third year.

A continuation of 2a, giving further experience in a range of physical activities sufficiently broad to enable each student to find some form which is satisfying and challenging to her as an individual.

Physical Education 3b. Principles of Physical Education. Third year.

A study of the fundamental principles underlying physical activity and its place in the process of education; a historical survey of this relationship in the various periods of human development; a study of the aims and objectives of the modern program in physical education in relation to contemporary educational purposes; an analysis of the values of the various types of activity such as games, sports, dancing, and stunts, in relation to the needs, interests, and abilities of children of different ages; a consideration of some of the practical problems in administering the program, with individual and group projects in planning and carrying out meets, playdays, pageants, festivals, and the like.

Physical Education 4a. Activities. Fourth year.

Continued participation in some form of activity to be selected by the student herself, in accordance with her recreational interests and needs, within limits set by facilities and time schedules.

Physical Education 4b. Problems and Practice Teaching in Physical Education. (advanced, elective). Fourth year.

Special teaching units in various situations as opportunities can be arranged (special work in the training school and in Bridgewater Junior High School, assisting in freshman classes in the college, etc.,); a seminar for the study of problems in physical and health education with particular application to the immediate teaching experiences, and with intensive readings in connection with the particular problem selected for study by the individual student.

PHYSICAL EDUCATION FOR MEN

Mr. Crosier

Physical Education 5a and b. Third and fourth years.

A study of methods of organization and promotion, coaching, and officiating. Emphasis is placed on practice teaching, initiative, and leadership.

Physical Education 6. (advanced, elective). Fourth year.

Special opportunities for teaching in various situations; conferences for discussion of assigned readings in education and physical education, with particular application to problems arising in the immediate teaching experiences; developing special units of work in physical education and health.

SCIENCE

Science 4. Elementary Physiography (elementary, required; advanced, elective, for women.) Third year. Mr. Shaw.

The course includes the practical study of common minerals, building stones and soils, with constant application to the study of geography and to the industries.

The following physiographic agencies are studied: the mechanical and chemical action of the atmosphere; the characteristics and work of rivers; the seas acting on the lands; ground water in relation to caves, springs, geodes, and mineral veins; glacial action; vulcanism; physiographic structures and regions in North America as a basis for an understanding of the distribution and activities of its inhabitants.

Science 7. Zoology (advanced, elective). Third year. Miss Graves.

A comprehensive view of animal biology which includes a study of several representative animal types in the order of their increasing perfection. The structure, functions, adaptations, economic importance, distribution and ecology of the various great animal phyla are also considered.

Lectures, laboratory work, field and museum trips.

Science 8. Professional Biology (advanced, elective). Fourth year. Miss Graves.

The history of biological science and of science teaching in America is outlined. The teaching of biology and the biological units of general science in the junior high school forms the basis of the class work.

Students in the course who wish to gain practical experience are given an opportunity to assist with the work of the biology department. The credit earned in this way varies with the time spent.

Science 9. Civic Biology. Third year. Mr. Stearns.

This course includes matters pertaining to public health, bacteria in relation to disease control, animal pests, forestry, and other community problems.

Science 10. Gardening (advanced, elective). Third year. Mr. Stearns.

This course is planned for students who are preparing to help in increasing the number and the value of home and school gardens. It includes propagation of plants from seeds, bulbs, cutting, layering, root-division; cleft grafting, budding, pruning, and spraying fruit trees; landscape gardening; construction and use of cold-frames; garden plans; supervision of children's gardening.

Science 12. Historic Geology (advanced, elective). Third year. Mr. Shaw.

A study of the facts of geology as influencing human development.

Science 13. Methods in Science Teaching (advanced, elective). Fourth year. Mr. Shaw.

Familiarity with current methods and courses by visits to several junior high and senior high schools, and by critical study of recent textbooks and published courses.

Working out of projects and lesson plans.

History of high school science teaching.

SOCIAL STUDIES

History 4. Modern European History (advanced, elective). Third year. Miss Smith.

A background study of the political, social, and economic movements in Europe from 1815 to the present time. The course also includes ways and means of teaching the subject matter. The application and value of such methods as lecture, laboratory, Dalton plan, Morrison plan, etc., are studied. An opportunity for student participation in teaching is given.

History 5. American Civic Problems (elementary). Third year. Mr. Arnold.

The most important problems arising out of our economic, social, and political life are studied, including industrial relations, banking, communication, consumption of wealth, the family, recreation, immigration, race, crime, poverty, public health, and local, state, and national governments. There is selection and adaptation from these problems of material suitable for grades one to six. The creation of attitudes is emphasized as strongly as the acquisition of knowledge.

History 6. Advanced American History (elective). Fourth year. Mr. Arnold.

A study of the historical documents and material of American history for a more intelligent interpretation of the economic, political, and social development of the United States. The course is designed for those preparing to teach history in the junior and senior high schools.

History 7. English History (elective). Fourth year. Miss Smith.

A teaching plan of the year's work such as would be suitable for use in Senior High School is worked out by the students. The units are organized and a study of the make-up of each is determined. An opportunity to plan and teach certain topics is offered. Outlines, textbooks, work books, and bibliographies are evaluated.

Geography 3a. Regional Geography (advanced, elective). Third year. Mr. Huffington.

A study of selected regions from Europe, Asia, Africa, and Australia. Emphasis is placed upon a study of "Regional Personalities" as determined by characteristic human activities and upon possibilities of further human utilization.

Geography 4a. Economic Geography (elective). Fourth year. Mr. Huffington.

A study of the physical basis of commerce and industry; food-stuffs, raw materials, power, manufactures, markets, transportation; distribution of industries; laws of trade; place of the United States in commerce and industry.

4b. Geographical Influences in Historical Events. A consideration of the operation of geographic factors upon the political, economic, and social development of peoples; the influences of location, area, land forms, water bodies, and climate.

4c. Climatology. A study of the meteorological elements which go to make up climates; classification of climates and their operation as human controls.

Sociology and Economics

Sociology 1. Principles of sociology. Fourth year. Mr. Arnold.

Many topics fundamental to a helpful analysis of social life are studied, including: the original and acquired nature of man; the significance of, factors in, interstimulation in, and interpretation of, society; social evolution; freedom, conflict, adaptation, and cooperation; heredity and eugenics; values.

Sociology 2. Applied sociology. Fourth year. Mr. Arnold.

American life is analyzed and specific problems are studied. Immigration, race, unemployment, poverty, crime, urban congestion, recreation, child welfare, conservation of human life, social progress, and other problems are included.

Economics. Principles of economics. Fourth year. Mr. Arnold.

Industrial expansion in the United States; consumption of wealth; production; distribution; monopolies; the tariff; monetary system of the United States; credit and banking; taxation; economic progress; and plans of economic reform.

REGISTER OF STUDENTS
1932–1933

I. Elementary Department

First-Year Students (Class Entering 1932)

Bumpus, Ruth Vannah	Brockton
Cruice, Anna Marie	Brockton
DeLory, Norma Josephine	Rockland
Hall, Harriet*	Concord
Heyworth, Pearl Beaumont	Fall River
Kosmaler, Arline Constance	Webster
Mapp, Zylpha Odysell*	Avon
Marentz, Isabelle	Quincy
Mattos, Gladys Gertrude	East Taunton
Reynolds, Ernestine Walker*	Northampton
Sawyer, Althea Peene	Atlantic
Smith, Marjorie Elsie	Rockland
Smolski, Annie Vera	Norwood
Tierney, Mary Elizabeth*	Worcester
Waterhouse, Mary Isabelle	Webster
Woodward, Dorothy Eleanor	Lawrence

Second-Year Students (Class Entering 1931)

Adamowska, Mary Anne	New Bedford
Berezin, Ida Rose	Norwood
Bingle, Veronica Dorothy	West Lynn
Cochrane, Virginia*	Quincy
Davis, Velma Edith	Marion
Donahue, Alice Teresa	Norwood
Fair, Virginia Mae	Wollaston
Geiger, Madeline Theresa	Quincy
Gould, Ruth Mary	Rockland
Grade, Doris Elvira	Watertown
Guidoboni, Dolores	Plymouth
Holmes, Patricia	Webster
Hunt, Doris Virginia	Stoneham
Lambe, Sadie Agnes	Weymouth
Levow, Dorothy	New Bedford
Long, Hazel Lillian	Middleborough
Macfee, Jessie Gray	Quincy
Nimmo, Janet Evans	Quincy
Packard, Eleanor Jeanette	Fairhaven
Rider, Ruth Mary*	Dalton
Robinson, Helen Wright	Littleton Common
Royster, Edna Roberta	Brockton
Sheehan, Arlene	Brockton
Sprague, Doris Margaret	Bridgewater
Stenberg, Doris Ruth	Quincy
Stockbridge, Barbara	Maynard
Turner, Beatrice Mildred	Dalton
Tutty, Isabel	North Weymouth
Wild, Doris Frances	Abington

Third-Year Students (Class Entering 1930)

Barnes, Gertrude Anna	Dedham
Brown, Harriet Hill	Lynn
Burr, Ruth Wadleigh	South Hingham
Chace, Carol Esther	South Attleborough
Connell, Helen Mary	Hingham

*Kindergarten-Primary.

NORMAL HALL

Davis, Helen Burton	Taunton
Dionne, Rolande Anita	Rehoboth
Ferguson, Mildred Margaret*	New Bedford
Fitzpatrick, Bertha Ann	Foxborough
Fleishman, Sadie	Quincy
Foye, Helen Louise	Brockton
Godfrey, Elois*	Bridgewater
Guy, Alice Louise	Plymouth
Hockenberry, Reta Louise	Springfield
Keith, Marjorie Priscilla	New Bedford
Kelsey, Yvonne Thelma	Brockton
Kimball, Ida Bernice	Springfield
Libbey, Barbara French	North Weymouth
Lincoln, Evelyn Shirley	Brockton
Madden, Alice Johanna	Brockton
Maxim, Hazel Mabel	Middleborough
Maxwell, Elsie Lillian	Assinippi
McGrath, Alice Aileen	East Weymouth
Mendelson, Dorothy Mildred	Brockton
Meyer, Elinor Harriet	North Attleborough
Morgan, Eleanor Mary Aileen	Haverhill
Morris, Helen Finlayson*	Quincy
O'Halloran, Helen Eileen	Weymouth
Parker, Eleanor	Bradford
Peterson, Natalie Violet	East Brewster
Raleigh, Mary Agnes	Brockton
Roberts, Miriam Elizabeth	Rockland
Shea, Ruth Bernadine	Rockland
Siitonen, Signe Selinda	Quincy
Smith, Harriet Lucille	Fall River
Taber, Ruth Evelyn*[1]	Canton
Vickers, Margaret Doris	New Bedford
Wilson, Mae Sylvia	South Weymouth

II. Intermediate Department

Third-Year Students (Class Entering 1930)

Bariteau, Kathryn Mary	Maynard
Beane, Evelyn Gertrude	Brockton
Bulger, Virginia Mae	Malden
Capuano, Helen	Somerville
Castro, Helen Mary	Taunton
Colby, Dorothy Pearl	Attleboro
Drohan, Alice	Brockton
Gabriel, Isabel Dorothy	Quincy
Goff, Jeanette Evelyn	Rehoboth
Hadro, Alice Adeline	Easthampton
Hawes, Jeannette Fairbanks	East Weymouth
Hunken, Marjorie Ada	Attleboro
Johnson, Helene Dolores	Wollaston
Lamm, Phyllis Gracely	Hull
Lucey, Bernice	Brockton
Morse, Marion Elizabeth	Canton
Nocivelli, Mary Rose	Somerville
Norton, Alice Marguerite	Brockton
Smith, Ethel Weston	South Hanson
Swanson, Ruth Olga	Brockton
Tilton, Mildred Aurelia	Vineyard Haven

*Kindergarten-Primary.
[1] Present first term.

III. Advanced Department

First-Year Students (Candidates for Degree 1936

Baptiste, Herman Conto	New Bedford
Bertrand, Aloysius	North Grafton
Blair, Clarence Newton	South Braintree
Bradbury, Wilfred Kingston	Fall River
Bradshaw, Clement Redmond	Taunton
Brett, James Frank, Jr.[1]	Brockton
Casey, Paul Benedict	Rockland
Cohen, Melvin Samuel	Roxbury
Cunniff, Bernard Francis[2]	Taunton
Goldstein, Myer Nissen	Bridgewater
Halzel, Lawrence	Mattapan
Johnson, Everett Albert	Avon
Kelly, Daniel	Fall River
Kennedy, Francis Vincent	West Lynn
Lovett, Stephen	Bridgewater
Lynch, Clement	Bridgewater
McInnes, Joseph Russell, Jr.	Roxbury
Michelson, Thomas Lars	Sandwich
Moran, Francis Michael	Holbrook
Morrison, Gordon James	Brockton
Nay, Marshall Wren	Abington
Nickerson, Raymond Otis	Orleans
Nolan, John Edward	Somerset
Nugent, William Anthony	Fall River
Olenick, Paul Francis	Brockton
Pitcher, Damon Willard	Brockton
Riley, Samuel George	Taunton
Rounseville, Howard Wayne	Attleboro
Szematowicz, Joseph Peter	North Abington
Taitz, Emanuel	Dorchester
True, John Edward	Southbridge
Whitcomb, Charles Lincoln	Merrimacport
Aaltonen, Kyllikki Aino[2]	Quincy
Albret, Barbara Helen	Milton
Anderson, Elsie Ranghild Ingegard	East Bridgewater
Appleford, Eleanor Wood	Whitman
Bearse, Dorothy Swift	Cotuit
Carr, Alice Miriam	Revere
Carr, Frances Virginia[2]	Cambridge
Cassidy, Rita Helen	Cambridge
Chiros, Marguerite Marie	Whitman
Collier, Catherine Louise	Foxborough
Collins, Marie Elizabeth	Quincy
Collinson, Esther Wiley[1]	Provincetown
Coulter, Carol Lydia	Brookville
Cronin, Ruth Marjorie	Pittsfield
Cushing, Rita Margaret	Pittsfield
Cusick, Elizabeth Anne	Brookline
Dacey, Isabell Rose	East Weymouth
Davis, Ruth Margaret	Quincy
Dean, Natalie Pierce	Waltham
Dearborn, Marguerite May	Somerville
Dillon, Florence Sarah	South Weymouth
Drinkwater, Anna Loretta	Taunton
Esau, Phyllis	East Milton
Eyre, Muriel Lillian	Fall River
Farr, Carol Virginia	Granby

[1] Present part of first term.
[2] Present first term.

Faunce, Rebecca Burton	North Abington
Flaherty, Ruth Edna	Lynn
Flynn, Dorothy	Weymouth
Fowler, Hazel Hammond[2]	Rock
Freeman, Mary Ann	Whitman
French, Gertrude Virginia	Stoneham
Gilliatt, Margaret Elva	Wellfleet
Gilmartin, Catherine Elizabeth	North Quincy
Golding, Charlotte Rose	Campello
Graham, Catherine Darling	Whitinsville
Greenwood, Barbara Louise	Whitinsville
Griffiths, Carol Winifred	Foxborough
Halloran, Alice Eleanor	Lawrence
Healey, Virginia Allen[1]	Framingham
Hollenbeck, Marjorie Spray	Onset
Houde, Anna Marie	Brockton
Imhof, Rosamond Leona	Abington
Ireland, Cordelia Frances[1]	Orleans
Jennings, Ella	Wareham
Johnson, Adelaide Walborg	North Easton
Johnson, Elizabeth Margaret	Lynn
Johnson, Elsa Dorothy	Attleboro
Johnson, Katherine Louise	Attleboro
Jones, Frances Doris	Fall River
Kelleher, Doris Constance	Haverhill
Kennedy, Phyllis Ione	East Taunton
Kovalchuk, Helen	Rockland
Lafaver, Evelyn Frances	Haverhill
Lajoie, Pauline Delphine	Whitman
Lane, Rachel Jackson	Amesbury
Larson, Alice Emily	Attleboro
LeBourdais, Marie Martha	North Abington
Leino, Ida	Sagamore
Leonard, Helen Louise	Taunton
Look, Dorothy May	Oak Bluffs
Ludden, Bernice Dean	Abington
Mahady, Marguerite Elizabeth	Rockland
Martini, Olga	Somerville
Mathewson, Hazel Mildred	West Lynn
McGovern, Helen Catherine	North Abington
McKee, Anna Catherine	Hingham
Medeiros, Mary Elizabeth	Taunton
Moitoza, Evelyn Mary	Taunton
Moore, Muriel Louise	West Somerville
Moriarty, Marjorie Morris	Holyoke
Moura, Eliza Claire	New Bedford
Murray, Mary Magdalen	Fall River
Murrill, Alice Irene	Rockland
Norton, Dorothy Elizabeth	Pittsfield
Noyes, Ruth Arline	Groveland
Ordway, Alice Nancy	Groveland
Osborne, Mary Elizabeth	Rockland
Pentikainen, Sylvia Anne	Carver
Perkins, Eunice Noyes	Newburyport
Prario, Virginia Staples	Marshfield
Puffer, Ruth Howard	East Bridgewater
Pullman, Irja[1]	Quincy
Quigley, Florence Elizabeth	Taunton
Reilly, Catherine Mary	Rockland

[1] Present part of first term.
[2] Present first term.

Richwagen, Ellen Eugenia	Needham
Rittershaus, Barbara Josephine	Hingham
Rochelle, Alice Ruth	Foxborough
Ross, Kathryn Muriel	Gloucester
Russell, Helen Isabel	Quincy
Salo, Tyyne Mary	Peabody
Santos, Mary Adelaide	Provincetown
Sawyer, Rita Irma	Taunton
Schmalz, Barbara Josephine	East Dedham
Shatz, Frances	Quincy
Small, Helen	Lexington
Smith, Barbara	Gloucester
Stebbins, Carol Catherine[1]	East Milton
Stein, Sadye	Quincy
Sturtevant, Josephine Frances	East Weymouth
Surinski, Anne	Bridgewater
Thorley, Esther Harriet	West Hanover
Turner, Dorothy Sutherland	State Farm
Turner, Ruth Dixon	Melrose
Walker, Priscilla Elizabeth[1]	Haverhill
Walsh, Isabelle Delia	Brockton
Washburn, Gretchen	Bridgewater
Wasserman, Elizabeth	Taunton
Westgate, Dorothy	Middleborough
Whitty, Evelyn Frances	Middleborough
Wolfson, Thelma Helene	Chicopee Falls

Second-Year Students (Candidates for Degree 1935)

Bates, John Sayward	Somerset
Brewer, Harold Henry	Great Barrington
Callahan, Charles Edward	Abington
Castle, James Kenneth	Boston
Champagne, Francis Cyprien	Taunton
Cook, Raymond Freeman	Sagamore
Coombs, Kenneth Carlton	Nantucket
Gregory, Samuel Francis	Avon
Hancock, Robert Augustin	Franklin
Higgins, George Edward	Chelsea
Hill, Paul DuBertrand	Burlington
Jacobsen, George Haugsted	Avon
Jones, George Alfred	Braintree
Kiernan, Owen Burns	Randolph
Mahoney, Harold Joseph	North Abington
Meyers, David	Dorchester
Morris, George Edward, Jr.	Fall River
Murphy, Kenneth Francis	Vineyard Haven
Rose, Carlton Frederick	Plymouth
Ross, Donald Elmo	Braintree
Welch, Donald Thomas	Middleborough
Amoroso, Conceda Carmel	Quincy
Amsden, Madeleine Elizabeth	Brookfield
Anderson, Ruth Perry	Middleborough
Baldwin, Doris Estelle	Middleborough
Bates, Emily Sayward	Somerset
Bearce, Dorothy Wardwell	East Weymouth
Behan, Marian Josephine	Holbrook
Bissonnet, Emma Rita	Taunton
Buelow, Mae Christabelle	Furnace
Burrill, Florence Dunham	Bridgewater
Burrill, Frances Watson	Bridgewater

[1] Present first term.

Campbell, Mary Garvey	Bridgewater
Carroll, Jane Hathaway	Bridgewater
Carter, Arlene Wright	East Weymouth
Caruso, Josephine Margaret	East Weymouth
Chestna, Anne Margaret	Bridgewater
Cook, Claire Agnes	Brockton
Cushman, Marion Eaton	Bridgewater
Cushman, Mildred Murray	Bridgewater
Deans, Mary Ellen	Plymouth
DiBartolomeo, Mary	Quincy
Doherty, Teresa Edith	Taunton
Dupuis, Ellen Agnes	Holland
Ellis, Bertha Lois	Chelmsford Center
Feindel, Caroline Tuck	Wakefield
Flynn, Mary Rita	Fall River
Foley, Alma Elizabeth	Fall River
Forrest, Mildred Mary	Randolph
Fuller, Olive Harriet	Brockton
Giberti, Florence Costa	Middleborough
Gilligan, Ellen	Middleborough
Grant, Grace Anne	Wakefield
Guilmartin, Alice Josephine	Quincy
Harlow, Wilmar Couzens	West Bridgewater
Haselgard, Eva Davis	Gloucester
Haslett, Thelma Louise	Abington
Hayes, Arlene Mary[1]	Beverly
Hirtle, Esther Marion	Wollaston
Hofferty, Kathleen Marie	Quincy
Holbrook, Esther Elizabeth	Whitman
Holmes, Eleanor Margaret	Whitman
Hosford, Olive May	Amesbury
Hultstrom, Harriett Martha	Norwood
Jacobs, Grace Angelia	Rockland
Johnson, Edythe Irene	Watertown
Johnson, Elsa Elizabeth	Brockton
Joseph, Bertha Catherine	Brockton
Kelleher, Arlene Agnes	Haverhill
Kelly, Marie Catherine	Norwood
Kennedy, Edna Lorraine	Taunton
Kidd, Bessie Irene	Lynn
Kidston, Hilda Marie	Merrimac
Kitson, Demetra	Haverhill
LaGreca, Enes Sarah	Taunton
Lane, Elinor Stanwood	Gloucester
Lawton, Ruth Mary	North Westport
Lema, Alice	Plymouth
Leppala, Esther Aina	West Quincy
Linehan, Helen Rita	Bradford
Lloyd, Eileen Winnifred	Fairhaven
Lothrop, Marietta Elva	West Bridgewater
Mannion, Ruth Elizabeth	Everett
Martin, Christine Margaret	Mansfield
Maynard, Elizabeth Marie	Greenfield
McCann, Dorothy Helen	Chelsea
McGinn, Helen Josephine	Lynn
McLaughlin, Mary Elizabeth	Randolph
Obshatkin, Helen Eleanor	Taunton
Paquin, Cheridah Adelaide	Middleborough
Parmenter, Jeannette Wells	Eastondale
Pebler, Elizabeth Theresa	Wollaston

[1] Present first term.

Perkins, Cecilia	Franklin
Perry, Rose	Taunton
Pilote, Dorothea Alice	Whitman
Portmore, Harriet Hemenway	Wellesley
Pray, Myrtle Elizabeth	Weymouth
Prescott, Hazel Sabra	Chelmsford
Renzi, Beatrice Elder	Beverly
Roberts, Mary Elizabeth	Provincetown
Robinson, Dorothy Evelyn	Middleborough
Ryan, Mary	Plymouth
Ryder, Phyllis Marie	Stoughton
Savage, Alice Adele	Quincy
Scott, Marion Amy	Reading
Shea, Ellen Marie	East Bridgewater
Shea, Mary Fielding	South Groveland
Smith, Celia Humphrey	Middleborough
Smith, Hazel Evangeline	Weymouth
Smith, Lemira Campbell	Middleborough
Souza, Alice Rita	Middleborough
Sullivan, Esther Marion	Medford
Sullivan, Ruth Anna	Bradford
Tripp, Anna Louise	North Westport
Tripp, Audrey Louise	Westport
VanCampen, Ruth	Taunton
Walker, Irene Elizabeth	Attleboro
Wormwood, Hazel Ruth	West Groton

Third-Year Students (Candidates for Degree 1934)

Aherne, Charles Frederick	North Abington
Bartlett, Drexel Austin	Whitman
Cadwell, Harvey Graham	Kingston
Cameron, Kenneth Allen	North Plymouth
Copeland, Chauncey Jerome	Bridgewater
Curley, Richard Kent	East Bridgewater
Dunn, Edward	Bridgewater
Fanning, Francis James	Fall River
Glenn, John	Whitman
Hennessey, George Wendell	West Bridgewater
MacDonald, Minot Bernard	South Boston
Mears, Hilton Frank	Belmont
Moore, Simon Henry	Bridgewater
Morey, Joseph Foley	East Bridgewater
Peterson, Otto Alfred, Jr.	Stoughton
Smith, John Joseph	Plymouth
Spracklin, Harry Edward	Chelsea
Sukeforth, Earle Benjamin	East Bridgewater
Teeling, Joseph Drinkwater	Bridgewater
Wood, Alfred Lovell	Middleborough
Abbott, Helen	Gardner
Alexander, Dorothy May	Holyoke
Anderson, Olga	Townsend Harbor
Beach, Madeline	West Springfield
Beede, Ethel May	Lynn
Bernier, Eva Cecelia	North Weymouth
Bianchi, Sylvia Anna	Quincy
Bliss, Phyllis Edythe	Fall River
Boucher, Mildred Catherine	Taunton
Bowman, Mildred Kathryn	Middleborough
Brittan, Olive Compton Pearson	Newton Centre
Caswell, Madeline Gertrude	Middleborough

Clark, Marjorie Phyllis[1]	Weymouth
Clarner, Doris Buffington	Swansea
Clausmeyer, Helen Louise	West Roxbury
Coleman, Priscilla Howland	Nantucket
Crowley, Mary Elizabeth	Haverhill
Cullen, Mary Angela	Fall River
Curley, Grace	East Bridgewater
Darche, Eldora Roseanna	Brockton
Davidian, Gladys Arsen	New Bedford
Davis, Evelyn Frances	Wellesley Farms
Deplitch, Marion Middleton	Fall River
Dix, Barbara Tellier	Melrose
Drevinsky, Polly Veronica	Middleborough
Dunlavy, Elizabeth Whipple	Wollaston
Dymowska, Bertha	Mattapan
Fenton, Alice Louise	Taunton
Ferris, Ruth Knight	East Lynn
Fisher, Miriam Doris	East Bridgewater
Ford, Virginia Alice	Rockland
Freitas, Bessie Trigueiro	Fairhaven
Galipeau, Lucienne Jeanne	Taunton
Gavin, Glenda Gertrude	Randolph
Gillen, Edith Althea	Merrimac
Ginnetty, Anna Elizabeth	Randolph
Henriksen, Gunvor Nella	Milton
Henry, Ruth Gardam	Waltham
Hixon, Dorothy Minnetta	Melrose
Homer, Alice Marie	Brockton
Hough, Louise Mary	South Braintree
Johnson, Marie Catherine	Quincy
Kelly, Frances Gertrude	Roslindale
Kimball, Margaret	Newburyport
Knox, Grace Louise	Easthampton
Koss, Ruth Olive	Quincy
Larchar, Carolyn Tisdale	Webster
Leary, Elizabeth Helen	Fall River
Leonard, Marie Catherine	Brockton
Levering, Mary Edna	Brockton
Lewis, Ella Kenworthy	Pottersville
Lindberg, Esther Irja Linnea	Quincy
Lindstrom, Alice Louise	Brockton
Locke, Rhoda Deborah[2]	Brockton
Lyman, Frances Ella	Acushnet
Magnant, Alice Louise	Atlantic
Mason, Dora Beatrice	Bridgewater
Mattson, Helen Josephine	Norwood
McEnelly, Ethel	Lynn
McHugh, Loretta Mary	Taunton
McKee, Ruth Josephine	Hingham
McKenna, Susan Gertrude	Taunton
McMahon, Doris Helen	Brockton
McManus, Marguerite Zita	Taunton
McMurdie, Olga Johanna Elizabeth	Needham
Mitchell, Laura Gertrude	Waltham
Molloy, Margaret Mary	Haverhill
Moran, Mary Marcella	Longmeadow
Moren, Mildred	Hyde Park
Murray, Charlotte Winnifred	Arlington
Nash, Marion Elizabeth	Norwood

[1] Present part of first term.
[2] Present first term.

Nolan, Mildred Arleen	Middleborough
Norton, Frances Anacleta	Amesbury
Olson, Alice Emilia	North Weymouth
Pickens, Anna	Stoneham
Reynolds, Dorothy Marion	Somerville
Robie, Muriel Elizabeth	Fayville
Saley, Geraldine Lois	Brockton
Sampson, Dorothy Mary Jane	Dalton
Sanford, Ruth Adeline	Chestnut Hill
Shaffner, Emily Louise	Newburyport
Shaw, Dorothy Miner	Huntington
Shea, Maureen Madeline	Chicopee Falls
Sia, Vera McKenna	Hull
Sizer, Ruth Miriam	Melrose
Smith, Olive	Springfield
Stafonwic, Anna Mary	Taunton
Standish, Lillian Gladys	Middleborough
Stromdahl, Freeda Elizabeth	Lynn
Thibault, Nathalie Inez	Middleborough
Tobin, Constance Bell	Bridgewater
Tosi, Louise Edvige	Plymouth
Trulson, Bernice Elsie	Norwood
Wanelik, Marion Rose	Lynn
West, Louise Irven	North Pembroke
Westgate, Dorothy Alberta	Taunton
Young, Mildred Swan	Scituate

Fourth-Year Students (Candidates for Degree 1933)

Avitabile, Albert	Braintree
Butler, Harold Bernard	Bridgewater
Creeden, Ralph William	Milton
Ford, Paul	Brockton
Johnson, Clifford Bertram	Waltham
Johnson, William George	Wollaston
Lerner, Louis	Dorchester
Linehan, Urban Joseph	Bridgewater
Lowder, George Philip	Arlington
McMahon, Frank Joseph	Pittsfield
Milici, Louis Victor	Roxbury
Nagle, Robert James	Fall River
Nardelli, Walter	Brockton
Naverouskis, Vincent	Brookville
Solmer, Samuel	Taunton
Sweeney, John Francis	Bridgewater
Trosterud, Harold Sawyer	Fitchburg
Welch, Edward Francis	North Abington
Allen, Mary Elizabeth	Marion
Arenberg, Maccabeah	Rochester
Baker, Florence Geneva	Brookline
Baranowski, Leocadia Teresa	Easthampton
Barker, Helen Madeline	Leominster
Barry, Agnes Veronica	New Bedford
Bell, Clarece Dunham	Wellfleet
Biscoe, Evelyn Louise	East Norton
Boland, Mary Josephine	Brockton
Booth, Dorothy Alice	New Bedford
Brettell, Ruby Elaine	Melrose
Burrill, Harriet	Bridgewater
Carroll, Mary Agnes	Bridgewater
Chace, Pamela Hartley	New Bedford
Chassé, Evelyn Catherine	South Easton

Chatterton, Dorothy Catherine	Lynn
Collins, Marion Burnham	Gloucester
Dick, Alice	West Warren
Donovan, Pauline Cecilia	Stoughton
Doyle, Catherine Louise	Fall River
Dunn, Verda Florence	Hingham
Dyer, Mary Elizabeth	Taunton
Fish, Dorothy Ellen	Milton
Fitts, Beatrice Vinton	Quincy
Gannon, Eleanor Mary[1]	South Braintree
Glidden, Doris Blackstone	South Weymouth
Glidden, Ruth Verna	North Middleborough
Gregory, Ruth Madeline	Winchendon
Gutman, Anne	Beverly
Hanrahan, Marion Ethel	Brighton
Harrington, Marjorie Violet	Stoughton
Heikkila, Hilda Helen	West Quincy
Hewitt, Louise	Pembroke
Horton, Barbara Tucker	Canton
Howe, Elaine Goodrich	Bolton
Howland, Virginia Stewart	Brockton
Hunt, Beatrice Alice	Plymouth
Keith, Marion Irene	East Bridgewater
Kelly, Catherine Agnes	Roslindale
Krupka, Stella Helena	Randolph
Laird, Gertrude Louise	West Barnstable
Laramee, Mabel Helene	Palmer
Lawrence, Elizabeth	Quincy
Leary, Anna Katherine	Fall River
Lewis, Mary Cecilia	Provincetown
MacDonald, Mildred Kidder	Gloucester
MacGinnis, Doris Vivian	Marlborough
MacLeod, Myrtle Ruth	Atlantic
Martin, Eleanor	Marlborough
Mitchell, Aloyse Veronica	New Bedford
Monahan, Mary Elizabeth[1]	Brockton
Morris, Mona Elizabeth	Norwood
Moynihan, Alice Catherine	Brockton
Murley, Helen Elizabeth	Fairhaven
Murray, Ethel Frances	Brockton
Nisula, Miriam Elizabeth	West Quincy
Nugent, Ruth Anne	Winthrop
Plaza, Angeline Sophie	New Bedford
Pratt, Louise Mildred	Whitman
Rafkin, Helen	Brockton
Randlett, Barbara	Newton Centre
Reardon, Margaret Louise	South Braintree
Ryan, Frances Ellen	South Braintree
Ryan, Gladys Mae	East Braintree
Sarson, Marie Gertrude	Brockton
Schreiber, Eleanor Elizabeth	Plymouth
Sherman, Elouise Gwendolyn	South Easton
Smith, Jane Mary	Marion
Spellman, Doris Helen	West Somerville
Stewart, Phyllis Muriel	Barre
Tarr, Esther	Gardner
Taylor, Elsie Hildegard	South Dartmouth
Tinsley, Rose Alma	Bridgewater
Vaughn, Dorothy Ellen	Whitman
Vinal, Barbara Blakeney	Middleborough

[1] Present first term.

Waaranen, Irma Ilona	Gardner
White, Emma Story	Brockton

College Graduates

Bailey, Frederick Ellwood (Brown)	Brockton
Baldwin, John Elza (Brown)	Brockton
Beaton, Robert Surrey (Bowdoin)	Brockton
Bumpus, Ralph Gordon (R. I. State)	Campello
Hubbard, Martin Cooper (Bates)	South Braintree
Lays, Everett Russell (Bowdoin)	Brockton
Lewis, Arthur Ansel (Brown)	Taunton
Case, Marjorie (Jackson)	Bridgewater
Dorr, Phyllis Mayo[1] (Emerson)	Bridgewater
Kelly, Marie Elizabeth (Emmanuel)	Roslindale
Richmond, Rosemary Alice[1] (Emerson)	East Bridgewater

SUMMARY

	Men	Women	Total
Department I, Elementary:			
Class entering 1932 (first year)	—	16	16
Class entering 1931 (second year)	—	29	29
Class entering 1930 (third year)	—	38	38
Department II, Intermediate:			
Class entering 1930 (third year)	—	21	21
Department III, Advanced (Degree):			
Candidates for Degree, 1936	32	110	142
Candidates for Degree, 1935	21	97	118
Candidates for Degree, 1934	20	97	117
Candidates for Degree, 1933	18	77	95
College Graduates:			
Candidates for Degree, 1933	7	4	11
Totals for the year	98	489	587
New admissions this year	45	129	174
Graduated, 1932:			
Degree	26	63	89
Diploma	—	65	65
Whole number admitted from the beginning	1,776	8,770	10,546
Whole number of graduates:			
Degree	128	329	457
Diploma	967	5,958	6,925
Whole number receiving certificates for special courses	40	245	285
Number enrolled in Training School, September, 1932	—	—	361

[1]Present part of first term.

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